Literacy
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Remembering

Teacher's Guide

Carol Goertzel & Kathy Reilly

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Acknowledgments

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Special thanks go to Carria Hawkins, who, as curriculum developer, played a major role in the oral histories project.

Introduction

Oral Histories

Adult learners enter classes or tutoring programs of their own volition, with goals of their own. These goals may be to become better readers, obtain an equivalency diploma, find or improve employment, be advocates for themselves and their community, or better manage daily life situations. The educator's role is to help these adults reach their goals in a way that respects their skills and achievements.

One way of acknowledging the experience and knowledge that students bring to the learning situation is to use their own stories. The Lutheran Settlement House Women's Program developed a technique for gathering and utilizing oral histories in basic reading classes. Oral histories provide meaningful and authentic materials, and promote a breadth of understanding beyond the familiar personal and cultural context.

Oral histories resemble language experience stories. The student's own words are written down by the tutor or teacher, and are used for reading material and various language activities. Oral histories differ from language experience stories, however, in the way they are developed and in how they are used. They focus not just on the individual, but deal with the concerns, needs, and experiences of adults in a social and economic, as well as personal, context. The stories form the basis for teaching the academic and problem-solving skills required for full participation in our society.

The reading material, taken directly from students' lives and experiences, leads naturally to discussion. Talking about the stories helps students place their personal experiences in a wider framework. In discussion, the assumptions of both teacher and learner are identified and challenged. Questions and concerns are raised that extend beyond the decoding of the written word.

Oral histories are just one example of the fact that adult experiences provide a rich resource for learning. The student is not a blank slate upon which the teacher transcribes the knowledge of our society, but rather a knowledgeable, alert person who needs to know how to translate general skills into academic skills.

The *Remembering* books serve two main functions. First, they provide reading materials and exercises that can be utilized in the teaching of reading and corollary academic skills. Second, they exemplify a method of creating learner-centered materials, relevant to the adult student.

Decoding is not the primary aim of these stories. The vocabulary, coming from adults, is not strictly controlled, as in much of the reading material used for beginning readers. But, as in language experience stories, the vocabulary is meaningful, both to the teller and reader. "Hard words" can be studied in advance, when necessary.

You are encouraged to use the oral histories creatively, in ways that best suit your students' needs. The exercises that follow each story are only a sampling of what can be developed. They include language activities such as vocabulary building, word attack, and grammar, and some math and geography. Discussion

questions are a crucial component. They help build skills in comprehension, problem-solving, and critical thinking. Book 2 contains suggestions for writing activities, and many of the discussion questions can be adapted for encouraging writing, even at the very beginning levels. Lesson notes in the teacher's guide give suggestions.

The underlying premise of this approach is that adult learners, even if they are non-readers or beginning readers, have many skills, particularly the ability to analyze situations. Such a premise influences the way curriculum is developed as well as the way it is taught. Students become active participants in their own learning. This learner-centered approach has many benefits. It not only increases retention and completion rates for a program, but also changes the students' views of themselves from passive learners to active agents, within their classroom and in their own communities.

The Series

Remembering is intended for use with adult students in literacy and basic education programs. The series includes two student books and a teacher's guide. The books are designed for beginning and intermediate level readers.

Book 1 is appropriate for beginning readers. The oral histories are, for the most part, very brief. The exercises include language activities appropriate for beginning readers, and discussion questions that recognize the analytical skills of adults.

Book 2 follows a similar format. The stories gradually increase in length, and the language activities meet the expanding needs of students as their reading proficiency improves.

Traditional readability levels are not applied to the stories, which are the transcribed narratives of adults. Book 1 works well with beginning readers at roughly the second and third reading levels. Book 2 is appropriate for students at the third to fourth reading levels.

The series was developed for classroom and small-group use; however, it is also easily used, and very appropriate, in a tutoring situation. The material works well in motivating individual students as well as groups.

The teacher's guide includes general techniques for encouraging student participation, suggestions for using the stories and exercises, and notes for individual lessons. It also contains a guide for gathering oral histories, so that teachers and tutors can develop their own materials.

Encouraging Student Participation

These books were developed from students' stories about their own lives and experiences. In order for students to share these experiences, they must believe that the teacher respects their worth, and they must trust that the revelation of their experiences will not be used to humiliate or patronize them. The same trust and respect is also important in the classroom or tutoring relationship if these oral histories are utilized as reading material, because discussion will lead into the students' own experiences. They need to feel safe when talking about their personal and family histories.

Building Trust by Actively Listening

One way to establish an atmosphere of trust and respect is to actively listen to the students without censoring or judging what is said. This can begin at the outset. For example, most teachers spend the first class introducing themselves and the program, and asking students to introduce themselves. You can set the tone of respect and trust by actively participating and carefully listening to the learners' introductions. One introductory exercise is to say something like this: "We all have a gift. It is our name. I will share my gift with you, and you can share yours, too. You can each say who gave you your name, why you were given that name, whether you like it or not, and if you would change it, what name you would choose." Tell your name first and listen while others tell theirs. In order for this to work, you should take care to do nothing but listen and encourage students to talk. This helps develop an atmosphere in which students feel respected, and trust that their opinions and ideas will be listened to.

Other techniques that encourage student participation include brainstorming, key word exercises, affinity grouping, and free writing.

Brainstorming

Brainstorming is thinking with others out loud on a specific topic without criticizing, judging, or censoring your own thoughts or the thoughts of others. For example, a brainstorming question might be, "What do you think this class will do for you?" Everyone, including the teacher, gives an opinion, and all the opinions are written on a blackboard or a sheet of paper. Other questions for brainstorming might be: "What do you think will happen next in this story?" "What words came to your mind as we read the story?" "How do you think the person in the story feels?"

Write down everyone's responses, including your own, without editing or changing any of the statements. The main goal of brainstorming is to allow everyone to participate equally and respectfully, and to hear, and then see in writing, the ideas of others. The responses can then be grouped or categorized according to theme. Brainstorming can lead to exercises in analyzing and drawing conclusions. It can help students develop ideas for free writing or more formal writing exercises.

Key Words

A key word exercise is more structured than a brainstorming session. It incorporates the presentation of each person's ideas before they are affected by the thoughts of others. In brainstorming, people randomly contribute ideas, and each person's ideas can be affected by the ideas that were previously presented.

In a key word exercise, each person works independently or semi-independently and then presents the ideas to the group. Ask each student to write a list of words that answer a specific question regarding a specific topic. For example, you might ask students to list three words that describe how a character in a story felt. Explain that spelling doesn't matter and that students will read their own lists. You can offer to write down the words for students who want a "transcriber." In larger classes, better writers can also serve as transcribers. The job of the transcriber is to write down the words the student wants written without changing them.

When each student has a list of words, the lists are read to the class. Write each list on a blackboard or a sheet of paper. Then examine together the lists as a whole. The words can then be grouped or prioritized. For example, if the question was to list three characteristics of a character's mother, the total list could be grouped under such headings as "Negative" and "Positive." Students could then choose from both of the lists which three characteristics best describe her.

Affinity Grouping

Affinity groups are small discussion groups within a larger group. Each small group is asked to develop ideas on a relevant issue, which then can be shared with the larger group. A note-taker can be asked to write main ideas and present them to the larger group. This technique allows quieter people who might be intimidated by larger groups to participate, and fosters a more in-depth discussion of a topic than is possible in a larger group.

Free Writing

Another technique is free writing. Free writing is simply expressing oneself in writing without worrying about grammar, spelling, punctuation, capitalization, or sentence structure. This allows the free flow of the student's thoughts.

Experienced readers and writers don't think twice about leaving a note for a friend such as "Gone shopping—home soon—will get eggs—Fred called." We can all translate that into grammatically correct English. On the other hand, many adult learners feel uncomfortable about any form of writing. Free writing can encourage them to write as a means of communication. Formal writing can be taught later.

These writings are not to be corrected for spelling or any other mechanics. The purpose is to encourage students to communicate ideas in written English as freely as they do in spoken English. Students may (or may not) share their free writings by reading them orally or by allowing others to read them.

Students can keep a separate notebook for free writing. Each free-writing piece can be as short as a few words or lines or as long as a page. A free-writing exercise can flow from a brainstorming session or any type of discussion. It can be a response to a brief question based on a reading passage.

Free writing can be used in a dialogue between student and teacher, or student and student. The student keeps part of the writing notebook as a dialogue journal. The entries in the journal are read by the tutor or teacher, or

another student. The reader reacts and responds, writing the response underneath or next to the writer's passage. For example, an entry might be "I liked Mary in this story because she was brave." The reader might respond by writing, "Why was she brave? How was she brave?" The first entry could then be expanded. This helps the writer to develop sentences and paragraphs. It also helps the student readers learn to think about what they read and to organize their responses.

Free writing can also lead to more formal writing. For example, students might engage in free writing about a stop sign that was needed on a corner. An expanded version could be developed into a letter and sent to local politicians or a local newspaper, with editing assistance from the teacher.

These techniques help create an atmosphere in which students feel respected and safe. With this trustful atmosphere, students feel comfortable talking about their own experiences, and using them as a basis for learning.

Using the Stories and Exercises

The *Remembering* books can be used as supplementary reading along with any reading series. They are not meant to be a formal reading program. There is more than one way to use the material in these books. You are encouraged to develop your own techniques according to the needs of your students.

The exercises are meant as examples. They have worked well for many adult learners, but they are not exhaustive. They are examples that, while aiding students, should encourage you to develop additional exercises. They may also help in the development of other learner-centered materials.

All the stories and exercises have a twofold purpose:

- to improve the students' reading and other academic skills;
- to increase awareness of common misconceptions about racial, cultural, ethnic, and sexual groups.

The Stories

Each of the oral histories is a self-contained narrative with an identified author. The students should be aware that learners like themselves told these stories, sharing their experiences and those of their families. Read page 4 of either *Remembering* book aloud to your students. That is the page entitled "To the Reader." Encourage them to think about their own family histories.

Pre-reading

Vocabulary. Before presenting a story to your student or class, read the lesson notes for that story. The notes highlight "Words for Study." These are words from the story that your students may not be likely to know. You may wish to go over these words with them before they read the story. Remember, though, that decoding is not the main purpose of these stories. They are meant to provide a meaningful context for building reading and other skills.

Setting the context. Read each story in advance of the lesson. You may want to summarize the story before your students read it. You may find it useful to have a brief general discussion of the themes involved.

Reading

The stories vary in length. The longer stories may be read in sections or at different sessions.

You are the best judge as to how well your students will be able to read a given story. You may prefer to read the story aloud one or more times with the students following along. In a group or tutoring session, students may read aloud if they feel confident. They will be eager to read as they progress.

Another technique for tutors to use is duet reading. Tutor and student read aloud together, the tutor setting the pace. The student may stop at unknown words, but will hear them, and will comprehend the entire story. The student's visual memory of the word will be helped by hearing it.

Encourage silent reading, especially after initial oral reading and discussion. Exercise 4 following each story asks the student to read silently and then answer questions that build comprehension skills.

The Exercises

Each story is followed by a series of six exercises. The first three focus on language activities: vocabulary, word attack, and grammar. These exercises or the stories themselves may prompt you to develop other language activities you find appropriate for your students' needs.

The fourth and fifth exercises foster discussion of the story and help students acquire skills in comprehension and critical thinking. Adult learners have the ability to handle complex problems and issues even though their writing and reading skills are at a beginning level. Students can begin to compare and contrast situations, develop details from a main idea, generalize an abstraction from specific details, and develop those skills which are required for the high school equivalency exam, even when they are reading at a beginning level. Encouraging thinking in a logical, problem-solving, analytical way will also help students handle the issues and concerns that confront all of us as adults. The focus on analytical thinking will, over time, help students to write in a logical, organized method that clearly conveys their ideas.

The sixth example varies. It may involve geography, numbers and math problems, or writing.

Exercise 1 Vocabulary

These exercises are based on words used in the story. Many are matching exercises, for meanings, synonyms, or antonyms. In all cases, students are directed to write the correct word, not a number or letter.

In later vocabulary exercises in Book 2, dictionary use is required. Students are asked to look up the meaning of a word, and then to write the meaning in their own words.

You may wish to encourage dictionary use even earlier. Review dictionary skills with your students.

Exercise 2 Word attack

These exercises deal mainly with compound words, root words, and endings such as *-ing* and *-s*. The stories may suggest other types of word attack exercises.

Exercise 3 Grammar

Although not exclusively, grammar exercises focus heavily on verb usage: singular and plural forms, past and present tenses. The grammar is presented in the context of sentences related to the stories. You are encouraged to use elements from the stories to reinforce any other grammatical points you may be dealing with at the time, or that your students need to work on.

Exercise 4 What's it about?

These exercises deal with comprehension skills: recalling and retelling what happened. When appropriate, you may want to have students place events in the story in sequential order.

Be sure to give students time to read the story again silently before answering the questions.

Note that your students may not be able to *read* these questions, but they will certainly *understand* them. The questions are meant to be asked and answered orally.

Exercise 5
Things to talk about

These questions are also meant to be asked and answered orally. Don't expect your students to be able to read them. They are meant to provoke discussion about the stories and issues, and develop skills in critical thinking and problem-solving.

The questions should help students identify their place within society, and understand better how the structure of society influences their daily lives.

Additional discussion questions may be developed from any of the stories. They might, for example, illustrate differences and similarities among cultures, social classes, and sexes. Discussion in an atmosphere of trust can help students and teachers discern the differences between cultural norms and stereotypes.

Exercise 6

Exercise 6 varies from story to story. The three main types of exercise are maps and geography, numbers and math, and free writing.

Maps

Geography questions have been included for a number of stories. Teachers are encouraged to develop other questions of this type where appropriate, and to have their students use the maps included in the books, or other maps if available.

(Because of space limitations, some countries could not be labeled on the world map in Book 2. These include East and West Germany, North and South Korea, and countries in Eastern Europe and the Middle East. Students might check a world atlas to find these countries.)

Additional geographical material can be developed by asking students about their family roots, where their families came from, etc. The students can then locate the state, city, country, or continent on a map, and trace the route from that place to the place where they are now living.

Math

Many students need to improve math as well as reading skills, especially if they intend to work toward the GED exams. Math questions that involve problem-solving are included for some stories. Others can be developed where appropriate.

Free writing

In Book 2, suggestions for free writing follow some of the stories. However, you can develop topics from any of the stories, and are encouraged to do so, even for very beginning readers. Many of the discussion questions can be easily adapted for free writing. In the earliest stages, free writing might consist of a few words, or a sentence.

The stories may motivate students to write down their own family stories. The students may want to share those stories; this could lead to more formal writing, with corrections by the teacher, several drafts, and even publication for others to read. (See also the section "Obtaining Oral Histories" at the end of this book.)

Do not feel bound to use every exercise for every story. Use what is most helpful for your students, and develop other exercises where appropriate.

Lesson Notes

The notes begin with "Words for study." These are words from the story that may be difficult for your students, and that you may want to go over before reading the story. You may find others as well.

This list is followed by a brief discussion of the story with suggestions for introducing it or discussing its themes. These suggestions elaborate on techniques, described earlier, for encouraging student participation. Activities include higher-level reasoning, analysis, and problem-solving, skills which even beginning readers can develop, and apply to more complex texts as their reading proficiency improves. Many of the discussions lead naturally to writing activities.

Notes for individual exercises follow the discussions. Not all exercises are discussed for each lesson.

Answers are included for the language activity exercises (1-3) and sometimes for Exercise 6.

Note: Page references in the lesson notes refer to the *Remembering* texts.

Other Activities

- Use the photos as a basis for discussion and/or free writing. (Students should be told that the photos are not of the actual tellers of the stories or their families.) Ask questions such as: "What does the photo bring to mind?" "How does it illustrate the story?"

Students can bring in family photographs, and use them for free-writing exercises.

- Develop other topics for free writing, according to students' abilities.
- For a change of pace at any time, turn to the section on old sayings and remedies. (This can be found on page 46 of Book 1 and pages 60 and 61 of Book 2.) Many students get very enthusiastic as they recall sayings or old-time remedies in their own families. Have them retell the sayings in their own words. For free writing, they could record their reactions to the sayings.

Ask students to interview family members or friends and collect sayings or remedies. These could be gathered together, with corrections, for a class or individual collection.

- You may wish to undertake an oral histories project with your student or class. Use the guide on pages 30 and 31 of this book to help you in eliciting the stories. The guide has suggestions for motivating students and for transcribing the stories. Develop exercises appropriate to your students' needs.

My Grandmother (page 6)

Words for study.

Elizabeth Formica	
children	Italian

Note: *Formica* is pronounced for-ME-kuh.

This story uses two words for grandmother—"grandmother" and "grandmom." Many of us have "pet" or special names for our parents, grandparents, children, or other relatives. Students might state the names they use for relatives and discuss the various names used for the same person.

The discussion could then focus on the difference between formal and informal English and the fact that English speakers tend to use informal speech at home and with friends, but use more formal English at work or in other situations. For example, a person can say to a friend, "How's it going?" but would say to a boss, "How are you?"

Names. The story mentions how names can have meanings. The vocabulary exercise continues this theme using English last names.

1. Hardy
2. Baker
3. Lane
4. Green
5. Reed

Root words. Go over the definition of root words with your students and be sure they understand it. You may want to add more examples for practice.

1. —
2. worked work
3. cooked cook
4. children child
5. knowing know

Here and now. Review the definition of a verb. Discuss how verbs can be in the past, present, or future tense. Provide examples of verbs in all three tenses.

1. is
2. has
3. works
4. is
5. takes

Number words. This exercise can be expanded based on student need for more work in writing numbers.

9, 92, 49, 4, 90, 40

Jobs (page 9)

Words for study.

Native American		sewing machine
operator	factory	college

This story lends itself to a discussion of women's work inside and outside the home. Students could be asked what jobs or activities (including volunteer work) they do outside and inside the home. A list of the activities could be correlated to tasks for which people are paid, so that students can see that these are job-related experiences and skills. For example, a housewife cleans, shops, pays bills, cooks, and performs many other tasks for which people are paid when the work is done outside the home.

Another discussion topic would be the correlation between educational level and job. If you want to be a nurse, you need education beyond high school. If you have an eighth-grade education, your job selection is usually limited to manual labor. Students could list jobs their friends and relatives have and the educational level of the person holding each job, or they could talk to people performing different jobs and ask their educational level.

Opposites.

1. worked
2. mother
3. native
4. she
5. quit

Compound words. Go over the definition of compound words with your students.

1. —
2. room mate
3. grand father
4. house hold
5. some body

One or more. Discuss the terms singular, plural, subject, and verb. Tell students that the subject of the sentence is the "doer" of the action. Remind them that the verb is the action (what is done) or state of being. Have students identify the subject in each sentence and tell whether it is singular or plural. Remind them that the subject and verb must agree.

1. was
2. was
3. were
4. were
5. is

Number words.

two, three, four, five, six, seven, eight

My Family Background
(page 12)

Words for study.

Irish	English	descent
record	asbestos	

Note: A pressman is a printing press operator.

Several topics for discussion can be developed from this story. The first is the connection between the names of countries and the names for the people who come from those countries. For example, the Irish come from Ireland. Students could state their ethnic or national background and then review the names of those countries. They could then find those countries on the map.

Another topic is asbestos removal. Ask students what they know about asbestos and its dangers. The discussion could be expanded to other hazardous materials in their environment, such as lead in paint.

Discussion could focus in another direction as well: what sorts of jobs are dangerous by their nature? Asbestos workers were subjected to great health risks; what about workers who remove asbestos? What other jobs carry health risks? Ask students if they know people who have dangerous jobs, and how the jobs are dangerous.

Opposites.

1. out
2. now
3. down
4. give
5. all

Compound words.

1. red	head	4. rail	road
2. press	man	5. home	work
3. news	paper		

Ownership. Do as much with *'s* as your students are ready for. Provide more examples.

1. —
2. husband's
3. son's
4. Margaret's
5. mother's

What happened first? This is the only example of sequential ordering in the book. You may use this type of exercise for other stories to build comprehension skills.

Sequence: 3, 2, 1, 4

My Grandfather (page 15)

Words for study.

vegetables	fruits	cardinal
pilot	jockey	restaurant

People make a living doing a variety of jobs. Students could talk about the different things they have done to make a living. These activities could be listed on the board and each activity labeled. For example, if someone has altered or hemmed clothes, list that on the board and next to it write "tailor" or "seamstress." This helps increase students' vocabulary.

Who does what?

1. farmer
2. cardinal
3. pilot
4. jockey
5. chef

Alphabetical order. This is the first of several alphabetizing exercises. For some students, you may need to review the alphabet. Practice of this sort develops skills in ordering data, and in activities such as using a phone book or dictionary.

A	B
chef	cardinal
farmer	housewife
jockey	pilot
nurse	teacher

One or more. This is the second exercise that focuses on agreement between subject and verb. Review subjects and verbs with students. Have students state the subject in each of the sentences and whether it is plural or singular. Remind students that the subject and verb must agree.

1. raises
2. is
3. has
4. grow
5. works

Vowels. This exercise is meant for fun, rather than as a phonics lesson. You could point out that in English, vowels can have several different sounds.

1. My grandfather raised roosters.
2. He grew fruits and vegetables.
3. One of his brothers is a cardinal.
4. Another of his brothers is a jockey.
5. My grandfather used to have a restaurant, too.

Hard Times (page 18)

Words for study.

early	marriage	clothes
crisis	values	

This story is useful for introducing the concept of main idea. Ask students why the story is called "Hard Times." Have them find two or three details in the story that support the title. Then ask what other titles they think would be appropriate for this story and why. Explain that the title of a story is often the main idea, summarizing the details of the story.

Meanings. Vocabulary development is an important aspect of improving reading skills. It is also very enriching for students, expanding their own private worlds. Use every opportunity to discuss the meanings of new words and to make students aware of the richness of their language.

1. tub
2. crisis
3. icebox
4. values
5. marriage

Root words. Review the definition of root words (page 7) before doing this exercise.

1. stayed — stay
2. cheerful — cheer
3. helpful — help
4. washing — wash
5. careful — care

Here and now. Review idea of past and present tense.

1. is
2. has
3. get
4. continue
5. teach

Sound-alikes. For reinforcement, have students use each of the sound-alikes in a new sentence. If your students write well enough, have them write the sentences. Ask them to think of other examples. Some possibilities: sum, some; no, know; in, inn.

1. two
2. to
3. too
4. their
5. there
6. sew
7. so

Back Then (page 21)

Words for study.

used to	afford

This story continues the theme of men's work and women's work by focusing on the different tasks assigned to children in a family. Ask students if the boys and girls in their families have different chores, and if so, why. Discuss what impact different chores might have on the careers and jobs people choose when they are adults.

Words that mean the same. The vocabulary in the story is very easy; the synonyms introduced here are more difficult. To expand on this exercise, have students write sentences using these words or find sentences containing these words in newspaper stories.

1. assist
2. remain
3. purchase
4. raise
5. said

Root words.

1. kids — kid
2. stayed — stay
3. children — child
4. dresses — dress
5. farmer — farm

One or more. If necessary, review the definition of a subject and a verb, and the rule that a singular subject needs a singular verb, and a plural subject needs a plural verb. Have students state the subject of each sentence before they select the correct verb.

1. sends
2. stays
3. help
4. grow
5. cooks

Number words. The number exercise can be expanded based on student need for more work in writing numbers. 85, 12, 82, 88, 386, 1298

When We Were Young
(page 24)

Words for study.

certain	curfew
practically	

This story raises the issue of day care. Child-care arrangements are often a real problem for adult students. Make the issue a topic for brainstorming. Ask students what child-care arrangements they have, and list them. Then ask for suggestions for alternative solutions (e.g., sharing a sitter to save costs, finding an agency, getting government-provided day care).

Depending on the abilities of the students, this could be a topic for free writing. It might be developed to become a letter to the editor of the local newspaper, or to an elected official.

Such an exercise shows students how to analyze a problem, and how to use writing to elicit a response.

This same technique can be applied to the issue of underemployment and why people have to work two or three jobs to support families.

Opposites.

1. always
2. better
3. everything
4. more
5. someone

Compound words.

1. some one
2. baby sitter
3. our selves
4. every thing
5. week end

Back then. Review past and present tenses of verbs.

1. had
2. stayed
3. watched
4. did
5. liked

Time words and numbers. The time exercise is best done with clocks for students who need practice in telling time.

1. —
2. 12:00 p.m.
3. 9:30 p.m.
4. 12:00 a.m.
5. 3:00 p.m.

Growing Up (page 27)

Words for study.

tough	Meadows
motorcycle	neighbor

This story reiterates the theme of boys' work and girls' work. The theme can lead to a lesson in writing paragraphs. Begin by brainstorming. Write headings for two columns on the board or a sheet of paper. Make one heading "Girls' Chores/Jobs" and the other "Boys' Chores/Jobs." Have students give examples for each column. The student who names the job states the category. If someone disagrees, it can be placed in both categories.

When the lists are complete, point out that they have taken a main idea (the heading for each list) and listed elements relating to it. This is the structure of a paragraph.

According to students' abilities, they can be asked to write a paragraph on girls' or boys' chores. They could also discuss whether jobs should be assigned on the basis of sex.

The same exercise can be developed for men's and women's work, giving practice in categorizing and grouping.

Words that mean the same.

1. said
2. tough
3. grow
4. moonshine
5. car

Adding *-s*. Review with students that a noun is a person, place, or thing, and the difference between singular and plural verbs.

1. —
2. brothers
3. houses
4. chores
5. boys
6. schools
7. neighbors
8. uncles

Plurals. Have students locate the verb in each sentence before choosing a noun. Answers will vary.

Problems to solve. This exercise can be expanded based on the experiences of the students. For example, if students are employed they can calculate their hourly, weekly, and yearly salaries or how many hours they must work to pay specific bills.

1. 5 [3 + 2 = 5]
2. $16 [2 × 2 × 4 = 16]
3. $7.50 [.50 × 3 × 5 = 7.50]
4. $100 [5 × 40 = 200 200 – 100 = 100]

My Family (page 30)

Words for study.

movies	Warlocks
mountains	

This story refers to stepfamilies. Many people have alternative families consisting of adults and children who relate to each other as a family but who are not the traditional nuclear family. Introduce this topic as a brainstorming exercise, using "family" as the heading or main idea. Students can suggest different family structures they have seen or participated in and then come up with a working definition for the word. Write the definition on the board after students have agreed upon it. This exercise allows students to go from the general (the word "family") to the specifics (families they have known), then to a generalization from the specifics (the definition of family).

Relatives. Expand the exercise or review in more detail, depending on students' knowledge of these terms.

1. stepfather
2. great-grandmother
3. aunt
4. uncle
5. great-uncle

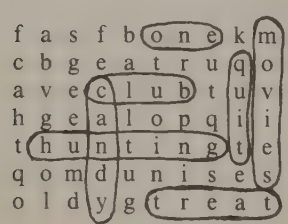
Alphabetical order. Students may need assistance with this exercise, which works on alphabetizing by the second letter.

candy, change, city, club, cut

Which word fits? This exercise deals with prepositions. Review the parts of a sentence previously taught: the subject and the verb. Have students find the verbs in these sentences and underline them once, and locate the subjects and underline them twice.

1. of 2. from 3. to 4. after 5. with

Word search. Explain that the words can read across or up and down.



School (page 33)

Words for study.

actually	definite
probation	

This story presents two systems that students may have to deal with, the penal system and the educational system. Both have stated functions. For example, the stated functions of the penal system are to penalize people for committing crimes, isolate them, and rehabilitate them. The stated functions of the educational system are to teach children reading, writing, and arithmetic, and socialize them.

For a brainstorming session, write the names of these systems on the board and ask students what their stated functions are. List all ideas. Then ask what, in fact, happens within these systems, and list these answers.

Students might also come in contact with other systems, such as the welfare system or the courts. These systems could be examined in the same way. This type of analysis helps students develop higher-level thinking skills that they can apply to more complex reading texts as their reading level improves.

After students have analyzed the systems, ask them to suggest how they would change one of them so that it better fulfills its stated goals.

Tell a story. Each story created by the students will be different. There will be no right or wrong stories. Students could be asked to write their stories as a free-writing exercise.

Root words.

1. actually	actual	4. working	work
2. figured	figure	5. bars	bar
3. lashed	lash		

Which word fits?

1. of
2. behind
3. for
4. in
5. on

Problems to solve. Additional problems could be based on the students' own lives, determining when people were born, how old they are, and how long they have been out of school.

1. 21 [32 – 11 = 21]
2. 19 [32 – 13 = 19]
3. 1955 [1987 – 32 = 1955]

Back in Those Days

(page 36)

Words for study.

Puerto Rico	pieces
old-fashioned	circle

This story can be used to develop a compare/contrast exercise. Ask students to compare and contrast the lives of Margaret McCarthy's family in "Hard Times" (p. 18) and Carmen Burgos' family. Write on the board the headings "Similarities" and "Differences" and list items under each.

Next, discuss the tone of each title. When the story is titled "Hard Times," what does the reader expect? What does the title "Back in Those Days" suggest? Which story does the reader think will be sadder, or more depressing? Could the titles be changed? Review the concept of main idea.

Opposites.

1. day
2. hard
3. top
4. young
5. half

Compound words.

1. school	work	4. out	side
2. head	band	5. back	pack
3. river	side		

Back then. The grammar exercise focuses on the past tense. Have the students locate the other verb in each sentence, underline it, and tell what tense it is. Explain that this sets the context, putting the action of the sentence in the past.

1. were
2. was
3. went
4. had
5. cooked

Maps. Students can consult a world map to locate Spanish-speaking countries in South America. Ask them to identify a South American country that is not Spanish-speaking (Brazil).

Getting Along (page 39)

Words for study.

Philly	Howard
Huntingdon	

Note: Point out to students that *Philly* is a nickname for Philadelphia. Ask if they know of nicknames for other cities or towns.

One of the themes in this story is peer pressure, and individuals who do not accept the values of the group. Students could discuss whether the pressure to "stay with your own kind" is unique to one ethnic or racial group, or if it is more universal.

Another topic for discussion is the title and its relation to the main idea of this story, which is that people do not always get along. Ask students what effect the story has on them when they think of the title.

People and places. To expand on this, or as an introduction, have students name countries they or their families came from, and the names of the people who live there.

1. China
2. Haiti
3. Ireland
4. Korea
5. Poland

Alphabetical order. This exercise involves some difficult alphabetizing. Students may need help.

A	B
Peru	chain
Philadelphia	chick
Plymouth	chicken
Poland	chin
Portugal	chop

Which word fits? Have students first identify subject and verb.

1. with
2. at
3. down
4. around
5. from

Being Polish (page 42)

Words for study.

couldn't	accept	convent
education	control	
boulevard		

This story continues themes introduced in earlier stories of immigration, work, prejudice, and raising children. It can be used to develop compare/contrast exercises with previous stories. For example, what are the similarities and differences regarding the prejudice described in "Being Polish" and "Getting Along" (p. 39)? What are the similarities between Puerto Rican, Irish, and Polish immigrants and what are the differences? What are the similarities and differences between raising children in "When We Were Young" (p. 24), "School" (p. 33), and "Being Polish" ? What are the similarites and differences between growing up in an urban or rural environment?

Select any one of these questions. Set up headings and develop lists. Show students that they have the elements of a paragraph, with a main idea and related elements. According to their abilities, have them write lists, or a paragraph. They could, for example, compare and contrast the lives of urban and rural people, the lives of Puerto Rican and Polish immigrants, or different methods of raising children.

People and places.

1. El Salvador
2. England
3. Cuba
4. Thailand
5. Japan

Root words.

1. growing	grow
2. started	start
3. worked	work
4. fighting	fight
5. asking	ask

One or more. Review singular and plural forms. Have students identify the subject in each sentence and tell whether it is singular or plural.

1. are
2. is
3. has
4. gets
5. listen

My Grandparents

(page 6)

Words for study.

young	German
different	

This story talks about two places, Germany and Florida. Review with students the difference between a country, like Germany, with its own language, culture, and government, and a state, which is part of a larger political entity. The discussion could be expanded using the world map (page 62). Point out the difference between a continent and a country, noting Australia, which is both a continent and a country, and Antarctica, which is a continent but not a country.

Meanings.

1. remember	3. cheap	5. hotel
2. different	4. grandfather	

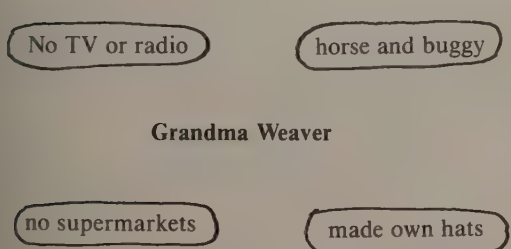
Compound words. Review the definition of compound words.

1. —		4. every	one
2. grand	mother	5. no	body
3. step	father		

Ownership. Do as much with *'s* as your students are ready for. Provide more examples.

1. —	3. brother's	5. Sam's
2. sister's	4. Darlene's	6. grandfather's

Free writing. A good way to get students started is to have them do a word map. Direct them to write the grandparent's name in the middle of a page. Then they should think about ways the grandparent's life was different, and write whatever comes to mind in boxes or circles surrounding the name. Then have them write sentences incorporating these ideas or words to form a paragraph. Word mapping can also be used in brainstorming an idea.



Jobs (page 9)

Words for study.

laborer	support
graduated	
transit	company

This story focuses on the different jobs the men in Jeanette Wolliver's family have held. An interesting discussion would be whether women in her family could have held the same jobs, or whether they could be employed in those jobs today. Since Jeanette mentions only one woman in this story, what jobs do you think the other women in her family did?

Who does what? This exercise can be expanded by asking students what jobs their parents, grandparents, brothers, and sisters have held, and listing these jobs and their definitions. The list can then be alphabetized.

1. secretary	3. farmer	5. plumber
2. baker	4. seamstress	6. roofer

Alphabetical order. Practice of this sort develops skills in ordering data, and in activites such as using a phone book or dictionary. Students may need help alphabetizing in column B.

A	B
baker	farmer
laborer	plumber
miner	seamstress
roofer	secretary
student	teacher

Here and now. Before doing this exercise, go over the three main tenses of verbs: past, present, and future. Give examples using verbs in each tense. Review the concept of subject as "doer" of the action in a sentence, and have students identify the subject in each sentence.

1. is	3. flies	5. teaches
2. has	4. works	

Maps. This continues the geography concepts from the previous lesson by asking students to locate countries and state the correct continent for each country.

New in Town (page 12)

Words for study.

Puerto Rico	Cambria
Polish	Italian
Spanish	

This story talks about the problems non-English-speaking immigrants encounter when they come to the United States. Ask students if they encountered similar situations growing up, either as a non-English speaker or as an English speaker.

An exercise in comparing and contrasting could be developed. Ask students whether adults act the same way children do toward people who are different. Write the headings "Differences" and "Similarities" on the board or a sheet of paper. Have students brainstorm ideas and write their ideas under each heading. When the lists are complete, ask students what conclusions they can draw. This exercise draws on the students' analytical skills and develops these skills as students move from the general (headings) to the specific (examples) and back to the general (conclusion).

Words that mean the same.

1. speak	3. mad	5. almost
2. funny	4. make fun of	6. get

Languages. This exercise connects language with countries, and there are several correct answers for each language. In fact, all the languages mentioned are spoken in the United States. America can be listed as an alternative to United States, because it is an unofficial alternative name for the country. Students can be asked to name additional languages and the countries where they are spoken. Have students alphabetize the list of countries.

Back then. This exercise continues work with verb tenses, focusing this time on the past tense. Point out that other parts of a sentence can give clues about the tense. Have students find these context clues in these sentences ("When I was a child;" "When I arrived;" "Back then;" "Then;" "At first").

1. came	3. were	5. spoke
2. lived	4. was	

Maps. Review the continents, and ask students to name the continents where these countries are located.

My Grandfather's Life

(page 15)

Words for study.

butcher	deliver
agricultural	separated

This story illustrates the variety of jobs people hold in order to provide for their families. Students might want to list all the jobs they have read about or discussed in class, and decide if people nowadays can do those jobs where they live. For example, do students know of people who make baskets for a living? Why could Carmen's grandfather earn a living making baskets? What were baskets used for in the "olden days"? These questions can be adapted for different jobs, such as coal mining.

Meanings. Students must provide their own meanings. This is a good opportunity for practice in using a dictionary. Students can check their meaning for "butcher" and "agricultural." Then ask them whether they can find the meaning for "like a million bucks." Have them identify the noun in this colloquial expression ("bucks"). Have them list any other meaning they know for "buck," and any other expressions using the word "buck" ("pass the buck"). They should then check the dictionary for meanings.

Discussion of "agricultural" and farming could lead to the terms "rural" and "suburban" and "urban." Students could compare and contrast life-styles in these three areas.

Root words. Go over the definition with students.

1. —	
2. stones	stone
3. sandy	sand
4. cleanliness	clean
5. separated	separate
6. youngster	young
7. children	child
8. driver	drive

Here and now.

1. earns	3. cleans	5. know
2. makes	4. see	6. feels

Foods. This could lead to a discussion of regional differences concerning which parts of different animals people eat and what they call these foods.

1. pig	3. chicken	5. old sheep
2. cow	4. calf	6. young sheep

The Women in My Family

(page 18)

Words for study.

Collingsdale	county
Ireland	relatives

This story includes themes of dying and parenting. Death affects all of us, yet we often fail to discuss it in school or classes. This story lends itself to a discussion of Sharon's grandmother's death and how the family felt when they learned she died buying a birthday present.

The other underlying theme involves parenting and how we learn our parenting skills. Students can discuss who raised them, how they learned to be parents and what they do that is different from the people who raised them. One exercise is to list similarities and differences concerning the way students raise their children and the way they were raised. Teachers should feel free to include themselves in this activity because it will show students that teachers are individuals, and have similar human experiences.

In other words. Students may want to suggest other examples which could confuse someone learning English.

Compound words.

railroad	birthday
grandparent	headache

Here and now.

1. is	3. lives
2. find	4. know

Free writing. The free writing exercise is meant to allow students to express themselves freely on paper, not to teach formal letter-writing skills. Suggest to students that they date the letter so that the person knows when it was written. Tell them that most informal English letters begin with Dear _____, and end with the writer's name. Allow students to write whatever they want, assisting with spelling when asked. Have students read their letters to the class if they want to.

If students do not know how to get started they can begin by listing what they want to say, and then write sentences for the items on the list.

Family Beginnings

(page 21)

Words for study.

tales	manners
discipline	

This story points out the differences between rural and urban life. These terms have already been introduced, but it is a good idea to define them again. Ask students to state the characteristics of a rural life-style, and then of an urban life-style. List these characteristics on the board. Show students that they have the basis for an essay comparing and contrasting urban and rural life-styles. Together, develop a topic sentence for the essay.

Optimally, have students then write an essay based on these discussions, or a paragraph based on one of the lists.

Opposites.

1. all	4. born
2. recalls	5. friends
3. morning	

Adding *-ing*. The word attack exercise increases in difficulty by having students add *-ing* to words that end in *e*. Show students that words ending with *e* simply drop the final *e* and add *-ing*. Contrast with words such as help, teach, work, play.

1. —	5. loving
2. rising	6. making
3. having	7. leaving
4. living	8. moving

Which word fits?

1. having	4. rising
2. living	5. making
3. moving	

My Parents (page 24)

Words for study.

originally
Kensington

This story contains the themes of parenting and discrimination. Steve's mother was raised by friends of her mother. Students could discuss the differences between having children and raising children and why people have others raise their children. Have students compare this story with "The Women in My Family" (p. 18).

Ask students to list characteristics of a good parent and discuss different opinions about good parenting. For some classes it would be helpful to invite a speaker from an orphanage, a foster care agency, an adoption agency, or a social work agency to talk about parenting.

Students may not know that KKK means Ku Klux Klan, or the history of that organization. Students might want to find out more about this or other supremacist groups in their area and their impact on minorities.

Initials. Students might want more information on these organizations and their histories. Have them look up the organizations in an encyclopedia, or invite a representative from one of them to speak to the class.

1. NOW
2. AFL
3. NFL
4. KKK
5. NAACP
6. PTA

Alphabetical order. Some students might need additional help in alphabetizing to the second letter.

AFL
KKK
NAACP
NFL
NOW
PTA

Pronouns.

1. —
2. him
3. He, her
4. They
5. She

Kind of Rough (page 27)

Words for study.

Pennsylvania
penitentiary
though
decision
instead of

The themes in this passage include parenting, teenage pregnancy, and crime. Students can discuss how it feels to have children before finishing high school, and the advantages of having children later after one's own education is complete. They can take up the question of why crimes are committed, why Herman committed robberies, why other people commit different crimes.

Have students explain the saying "You made your bed, now lie in it." Then discuss why parents use it and whether it is helpful.

Follow-up activities include inviting a speaker from Planned Parenthood to discuss teenage pregnancy, visiting court or a jail to see how these institutions function, or having a speaker from a prison society or the like.

The story contains several implications. For example, Herman says that his mother had 12 children and raised 10. What can students infer from this? In addition, what can they infer from the fact that Herman and his brother stole to support the family? Why did Herman feel he "had to do it"?

Meanings.

1. raise
2. sentence
3. watch
4. sentence
5. watch
6. raise

Adding *-ing*. Contrast these words with words ending in *e*, such as raise, have, decide, etc.

1. —
2. doing
3. playing
4. telling
5. speaking
6. fighting
7. locking
8. calling

Which word fits?

1. doing
2. playing
3. fighting
4. going
5. calling

My Grandfather
(page 30)

Words for study.

citizen	Formica	bocci
enjoyment	prosperous	
sausage		

Note: *Formica* is pronounced for-ME-kuh.
Bocci is prounouced BOTCH-ee.

This story talks about different jobs people have and how they survive. Emilio was a butcher, but he first worked in the coal mines to make money when he came to the United States. Many immigrants have had a trade or a profession in their "old country," and then have to do something else when they come to the U.S. in order to make money. Often they do not speak English well enough to practice their old trade. Your students may know people, perhaps relatives, who did not speak English well enough to practice the jobs of their choice.

In addition, Emilio's family raised animals and vegetables for their own food. Students might discuss if this is possible where they live.

Who does what? Students can list additional jobs and define them. Have them alphabetize these lists.

1. mechanic
2. waitress
3. security officer
4. grocer
5. seamstress
6. butcher

Root words. Review with students the meaning of the *-er* or *-or* suffix to designate "a person who." Have students add words to this list.

Proper nouns. Explain that proper nouns are capitalized while common nouns are not.

1. —
2. man
3. country
4. city
5. man, president, elected official

More proper nouns. This exercise deals with elected officials. The local League of Women Voters has this information and students might enjoy a speaker from this organization. The person could be asked to speak on how to vote or on the structure of their local government.

A Woman's Life (page 33)

Words for study.

European	duties
Spaniard	

This story discusses boys' work and girls' work, as well as the role of the eldest daughter in a family where the mother works outside the home. Students can explore the differences between Jocelyn's mother's life as a child and what her life would have been if she had been a boy.

This story can be compared with "Kind of Rough" (p. 27), in which Herman felt an obligation to take care of his family by providing money. Both Herman and Jocelyn's mother assumed adult roles as children. Students might want to discuss why this happened, why the activities were different in the two cases, and the impact on these children as they became adults.

Any number of free-writing exercises can be developed. Students could pretend to be Jocelyn's mother, and write a paragraph about her feelings about being so busy helping out at home. If they have developed lists about Jocelyn's mother and Herman they could write a paragraph or two comparing them. Finally, they could write a sentence or a few sentences summing up their thoughts on children assuming adult roles.

Generations.

1. grandfather
2. great-uncle
3. great-grandmother
4. great-great-grandfather
5. grand-niece

Compound words.

graveyard	busybody
southwest	babysitter
household	

Pronouns. Pronouns have appeared throughout the book, but have not been formally treated. Review pronoun forms with students. Go over subject, object, and possessive pronouns, with examples of how they are used.

1. They
2. She
3. them
4. her
5. their

My Family (page 36)

Words for study.

upstate Ohio

This story picks up the theme of skin color and its impact on someone's life. In the previous story, Jocelyn made a distinction between being light-skinned and dark-skinned. She didn't comment further on it, however. In this story, Sandra's grandmother was made to work harder at home because she was dark-skinned. Students might have other examples from their lives about the impact of skin color on people's lives, or the teacher might want to share personal examples.

Another way to approach this topic is for students to list all the positive and negative words about dark-skinned people and about light-skinned people, and count how many positive and negative images are associated with each color.

In your own words. Have students discuss the expression before deciding on their own meaning.

Plurals. Review the fact that a plural noun usually ends with *s*. Optionally, review common and proper nouns. Have students give a proper noun for each of the nouns in the exercise. When they come to *reason* ask them why they cannot give a proper noun. (*Reason* does not refer to a person, place, or thing, but to an abstract notion.)

1. —
2. uncles
3. schools
4. reasons
5. books
6. computers
7. children

Which word fits?

1. children
2. houses
3. Answers will vary.
4. reasons
5. Answers will vary.

My Mother (page 39)

Words for study.

envelope machine operator
restaurant government
witnessed

This story talks about working different jobs in order to survive, and the practice of selling girls into marriage. Students can talk about underemployment, which can force people into working several jobs. Have them develop lists of job combinations that people have. This will help expand their vocabulary, along with awareness about how people cope.

Ask what they know about the practice in some countries (and also previously in the United States) of arranged marriages and of "selling" daughters into marriage. Students may have their own stories on these topics that they would like to share. They could list the advantages of arranged marriages, for the parents and for the young couple, and compare these with disadvantages, identifying who benefits most and least. They could also list reasons why such customs developed.

Alphabetical order. These lists require alphabetizing to the second letter and beyond. Some students may need help.

A	B
mash	pack
matter	pain
mend	pair
mind	paste
mix	poem
mother	post

Here and now. Before doing this exercise, review past and present tenses. Also review singular and plural verb forms. Have students identify the subject in each sentence before choosing the correct form of the verb. This exercise can also be used for a quick review of pronouns, based on students' needs. Have students circle all the pronouns in the exercise.

1. works
2. wear
3. comes
4. makes

Another World (page 42)

Words for study.

Honolulu	Hawaii	
territory	Okinawa	illiterate
pidgin	Japanese	

This story also contains the theme of arranged marriages. Ask students to explain the term "picture bride." Note that this theme is expanded geographically to include Asia. Ask students if they are drawing any new conclusions about the custom of arranged marriages.

Another theme is that of the problems of aging. Serena's maternal grandmother's life is described in negative terms. Have students discuss both negative and positive aspects of growing old. One way to start is to list characteristics of Serena's grandmother's life. Next to each one, students should state how it could be changed or improved.

For a writing exercise, students could use either list as the basis for a paragraph about growing old.

Meanings. Have students discuss the definitions they find in terms of the story, and compare their definitions with those in the dictionary.

Adding *-ing*. Review the rule for dropping the final *e*.

1. —
2. raising
3. living
4. coming
5. taking
6. forcing
7. making
8. driving

Which word fits?

1. making
2. living
3. nursing
4. driving
5. taking

Maps. Some students may be Asian-American or know Asian-Americans. Have them list countries from which other Asian-Americans come, and find these countries on the map.

Then and Now (page 45)

Words for study.

automatic	permanent
molasses	caramel
air conditioner	

This story compares and contrasts life when Grace was a child to present-day life. Each paragraph focuses on different aspects of daily life. Have students find the topic sentence for the first paragraph ("When I was young . . ."). Have them identify the three examples in the paragraph that support the topic sentence ("We visited each other often," "Everyone sat down to dinner at 5 p.m. every night," "Sunday was always a day for church"). Then have them tell how these three aspects of life have changed.

For the three other paragraphs, have students think up either a title or a topic sentence, for example "My Father" or "Hard Times;" "My Mother's Life" or "Daily Life;" "Leisure Time" or "Good Old Days."

Ask students why there are quotation marks around "book." If necessary, explain that this was (and sometimes still is) a form of local credit, making the corner store more attractive than a supermarket, even if prices were higher.

Compound words.

washboard	granddaughter
supermarkets	farmlands

Back then. Review verb tenses, past and present.

1. ate
2. played
3. worked
4. had
5. made

Being Indian (page 48)

Words for study.

Cherokee	Virginia	basically
reservation	parallels	
exciting	civil rights	

This story discusses both discrimination and the different roles for men and women in the Cherokee Indian tribe. Students might want to discuss further the similarities and differences between American Indians and other minorities in the United States, and their treatment by whites. This discussion can be related to previous stories about skin color and discrimination.

Have students give examples of discrimination against a group, and examples of discrimination on a personal level.

Ask students to summarize John's attitude toward life on a reservation. This could be either a group or individual exercise. It involves skills of analysis and synthesis. They could start by listing what John says under headings such as "Positive" and "Negative." Then they could draw conclusions.

Meanings. This exercise encourages students to define words within the context of the story and to compare these definitions with dictionary definitions.

Adding *-ing*. This exercise reviews adding *-ing* to root words that end with *e*. Ask students to provide more examples.

1. baking
2. taping
3. deciding
4. completing
5. leaving

Back then. Have students find the context clue in each sentence that indicates the action took place in the past.

1. had
2. was
3. didn't
4. decided

Trying to Make It (page 52)

Words for study.

appendix	minister	experiment
Social Security		medicine
volunteered	medical	cancer

This story talks about child abuse and neglect. Students might want to discuss why children are abused and neglected and what solutions they see to these problems. Another aspect of this problem involves how abused and neglected children treat their own children. Can one be a non-abusive parent when one has had no positive role models? Students could invite speakers from social service agencies to talk about this issue and find out the statistics on child abuse and neglect in their area. They could also invite speakers to talk about solutions and programs for parents who have had only abusive role models.

The other theme in this story is poverty among the elderly and the lack of adequate health care. Students could discuss alternative health care delivery systems and perhaps write letters to the local newspaper if they know of individuals who lack adequate health care.

Meanings. Expand this exercise according to students' needs. Have students add words whose meanings they want to look up.

Root words. This exercise combines elements previously studied. Students have to identify the root word and distinguish between root words that have a final *e* and those that do not.

1. come
2. leave
3. clean
4. sleep
5. cry
6. make
7. look
8. take

One or more. Review agreement of subject and verb. Have students find and underline the subject before choosing the correct form of the verb.

1. comes
2. makes
3. go
4. send
5. volunteers

Free writing. If students wish to mail their letters, they may feel more comfortable brainstorming in class and then writing a first draft to share orally with other students. The others give an opinion of the letter and then the student writes a second draft to send. This process of several drafts enables students to correct their errors. They should be reminded that this is how professional writers operate.

The Customs of My Mother and Father (page 56)

Words for study.

Naples	Foggia	picturesque
situated	canals	fountains
violinists	wealthy	considered
superstitious	tradition	religious
heritage	nationality	

Note: *Foggia* is pronounced FAW-ja.

This story contains a larger number of words that could be considered hard for students. You may find it preferable to have them read small sections at a time. Try duet reading for some passages (see "Using the Stories and Exercises").

For the longer paragraphs (the second and sixth), have students tell the main idea, and list the items that illustrate it.

The story is about customs and life-styles in Italy as remembered by Josephine's parents. The most significant theme is to be proud of one's own heritage. Students could discuss their own heritage, customs, and lives, and whether they are proud of or feel ashamed of them.

Root words. This exercise asks students to write root words for more complex words.

1. locate
2. picture
3. sing
4. dance
5. violin
6. nation (and national)
7. consider
8. wealth

Back then.

1. came
2. were
3. sang
4. talked
5. owned

Obtaining Oral Histories

Encouraging students to feel good about themselves and their ability to learn is vital to a successful adult learner program. Stimulating students to talk about their lives and experiences, and then utilizing this discussion as a vehicle for more formal instruction, is one successful method for ensuring active student participation.

Once an atmosphere of trust and respect has been created, teachers and tutors will be able to obtain their own students' histories to use as teaching tools. The following guide has proved to be a highly effective vehicle for motivating individual and group participation in the preparation of oral histories for the *Remembering* books.

Materials

Teacher:

- Tape recorder and cassette tapes
- Blackboard and chalk
- Transcription materials (notebook or folder for each student)
- Video material (optional)

Students:

- Writing materials (if students can write)

Procedure

1. Brainstorming

Question: What do you think about when you think about the lives of your grandparents and/or parents? (If the student doesn't remember either, an older relative or friend can be substituted.)

NOTE: There are no right or wrong answers. All responses are to be written on the blackboard.

Question: How would you group these remarks? Which ones do you think belong together?

NOTE: Write down headings students give and list answers under the headings.

2. Key Word

List one or all of the headings from the brainstorming exercise on the blackboard to one side.

Question: When you look at this/these heading(s), what one word can you think of that would sum up or best describe your grandparents'/parents' lives?

NOTE: List only one-word responses on the blackboard.

3. Tapings or Student Writings

Question: What is it about your grandparents'/parents' lives that made you come up with this word? Tell me/us about their lives.

NOTE: Students either speak or write. If taping in a class, focus on one student at a time, though other students may interject from time to time. Complete taping one student at a time to simplify transcribing. You may need to ask specific questions periodically to elicit more details, clarify a statement, or obtain additional information.

4. Transcribing

When transcribing from tapes, write down only the student's own narrative, not the comments of others, on the student's pad.

NOTE: When transcribing, write word for word what the student relates.

5. Editing

A word of caution may be needed. It is important to remember not to change the idea or message the student is trying to impart. Correct grammar is needed, but try to leave as much as possible just as it was told or written by the student, so it will remain her/his story.

6. Exercises

Once editing is completed, exercises can be developed. These can focus on language activities, reading comprehension, critical thinking, math, geography, history, free writing, etc., depending on the context.

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